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ABSTRACT

These weekly digests for the year 2000 were published by the San Jose/Evergreen Community College District (SJECCD) (California). They feature studies, reports, and news articles on issues ranging from workforce preparation and enrollment projection to teacher shortages in California and Bay Area Council Poll Results. These issues highlight: (1) the workforce gap in Silicon Valley; (2) the long-range forecast for enrollment and weekly student contact hours (WSCH) for the district; (3) careers for 2000; (4) the tightening of high school requirements for California State University; (5) Hispanic and Asian students; (6) community college trends; (7) service learning in community colleges; (8) the income gap; (9) the teacher shortage in California; (10) ten recommendations for college governing boards with regard to campus technology trends; (11) foreign labor; (12) 10 public policy issues in higher education; (13) educational equity; (14) California's population; (15) learning-centered colleges; and (16) housing prices. (JA)

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Strategic Planning Trends
January-December 2000

San Jose/Evergreen Community College District

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STRATEGIC PLANNING
TRENDS

San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 68 **January 4, 2000**

Workforce Gap in Silicon Valley

Source: ***Joint Venture: Silicon Valley Network, Inc. 1999 Workforce Study***

Joint Venture: Silicon Valley Network is a non-profit organization dedicated to helping improve the economic, social, and environmental conditions in the region. They promote collaboration of people in business, government, education, and the community "to identify and to act on regional issues affecting economic vitality and quality of life in Silicon Valley." In 1999, they conducted a Workforce Study to assess how well Silicon Valley is meeting the demand for a diverse and skilled talent pool, considered to be the most essential element for sustaining our dynamic economy.

Implications: This study identifies key areas for curriculum development and public relations promotion. Given that we are in competition with high-tech companies for skilled workers, it also raises important questions for how to recruit and retain our own faculty, classified, and management employees. It also highlights our particular challenge to help our large disadvantaged populations bridge an ever-widening skills gap.

What is the problem?
The economic health of the Silicon Valley region is tied to the success of the area's booming high technology industries. Since 1995, the supply of skilled high-tech workers has increasingly fallen short of the demand; the current estimate is that "the workforce gap is about one-third of the high-tech industry demand." (page 5)

The Workforce Study revealed that Silicon Valley students show a limited awareness of high-tech career opportunities and little interest in pursuing technology-related careers. Consequently, they are not taking the courses in math, science, computers, and engineering that are fundamental requirements for developing the requisite skills for those careers. This lack of high-tech awareness is true more emphatically for females and most dramatically for Hispanic students of both genders.

"The development of academic skills sufficient to meet the demands of our Valley's primary employers in high-technology is of critical importance. To sustain our competitive advantage our workforce must have the best education and job training local schools and community colleges can offer." Patrick V. Boudreau, Sr.V.P., Human Resources, Cirrus Logic (page 15)

"To tap into and mine the potential workforce our young people represent, we must reach them at the state of development where formative educational and career decisions are being made. Silicon Valley represents a world of opportunity where employers and educators must share the responsibility of helping to prepare the future workforce for those exciting careers." Rebecca Guerra, VP Human Resources, EBAY (page 3)

Workforce gap = the difference between the local/regional labor supply and the total demand of high-technology industry cluster jobs (semiconductor, computer/communications, software, bioscience, aerospace and defense, innovation/manufacturing services, and professional services) Hispanics and females have the farthest to go to bridge this gap.

What are the skills in high demand?
Six skill clusters are in particularly high demand:
- ✓ PC/LAN Administration
- ✓ Enterprise Information Technology Support
- ✓ Late Generation Software Programming
- ✓ Design Engineering
- ✓ Manufacturing Technician
- ✓ Technical Marketing

According to the study, electronics engineers and software programmers are the most difficult to recruit in Silicon Valley. "Late generation software programming skills such as C, C++, Java, Visual Basic, and component design engineering skills are in highest demand." (page 6)

What is being done?
Education and business partnerships are increasing. Community colleges, universities, non-profit groups and training programs are working with business to accommodate employer needs, but these efforts are often narrowly focused, fragmented, and difficult to sustain.

What more can be done?
Among other solutions and suggestions, Joint Venture hopes to:
- Encourage participation of all stakeholders to address the workforce gap issue
- Facilitate linkage of curriculum development between business and education for training programs in high demand skill clusters
- Take steps to raise the student awareness of and excitement in high-tech careers; and increased interest in building the necessary fundamentals to participate in these job opportunities, and
- Expand the focus and scope of current internship, externship, job mentoring and cooperative education programs.

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No. 69 **January 14, 2000**

Long-Range Forecast

Enrollment and WSCH for SJECCD

Source: *California Community Colleges Chancellor's Office, Nov.1999 Chuck McIntyre, Dir. of Research, and Chuen-Rong Chan, Specialist*

Background:
The State Chancellor's Office prepared this 1999 forecast of Fall Enrollment and Annual Average Weekly Student Contact Hours (WSCH). Among other uses, it will provide the State with a basis for development of project proposals for the funding of future "capacity" facilities (lecture, lab, library/media, office, and related space), and the five-year construction plans due to be submitted Feb 1, 2000.

	YEAR	ENROLLMENT	% CHANGE ENROLLMENT	WSCH/ ENROLLMENT	WSCH	% CHANGE WSCH
ACTUAL	1994	20067			174924	
	1995	19011	-5.3%	8.92	169642	-3.0%
	1996	20415	7.4%	8.63	176107	3.8%
	1997	18055	-11.6%	9.32	168251	-4.5%
	1998	21127	17.0%	8.20	173300	3.0%
	1999	20852	-1.3%	*8.72	*181746	*4.9%
PROJECTED	2000	21531	3.3%	8.75	188306	3.6%
	2001	22083	2.6%	8.55	188916	0.3%
	2002	22474	1.8%	8.67	194896	3.2%
	2003	23038	2.5%	8.66	199454	2.3%
	2004	23764	3.2%	8.63	205044	2.8%
	2005	24457	2.9%	8.65	211620	3.2%
	2006	25140	2.8%	8.65	217363	2.7%
	2007	25888	3.0%	8.64	223730	2.9%
	2008	26440	2.1%	8.65	228629	2.2%
	2009	26831	1.5%	8.65	231958	1.5%
	2010	27411	2.2%	8.64	236964	2.2%
	2011	28135	2.6%	8.65	243250	2.7%
	2012	28824	2.4%	8.65	249191	2.4%
	2013	29528	2.4%	8.65	255281	2.4%
	2014	30260	2.5%	8.65	261609	2.5%
	2015	30818	1.8%	8.65	266433	1.8%

*projected

Comment: According to these CCCCO predictions, "Tidal Wave II" will bring a 48% increase in enrollment and a 47% increase in WSCH to our District over the next 16 years. If the WSCH/enrollment goes down as projected, we will need to compensate by increasing enrollment if we are to maintain or increase our District financial status quo. The extensive rebuilding of SJCC may make this more difficult in the short run.

Several factors could help:
(1) Increased high school recruiting
(2) The 16-week calendar
(3) Focused use of Partnership for Excellence funding
(4) Renewed emphasis on teaching and learning
(5) New facilities at EVC
(6) New SJCC campus (in the long run)
(7) Renewed emphasis on the transfer curriculum

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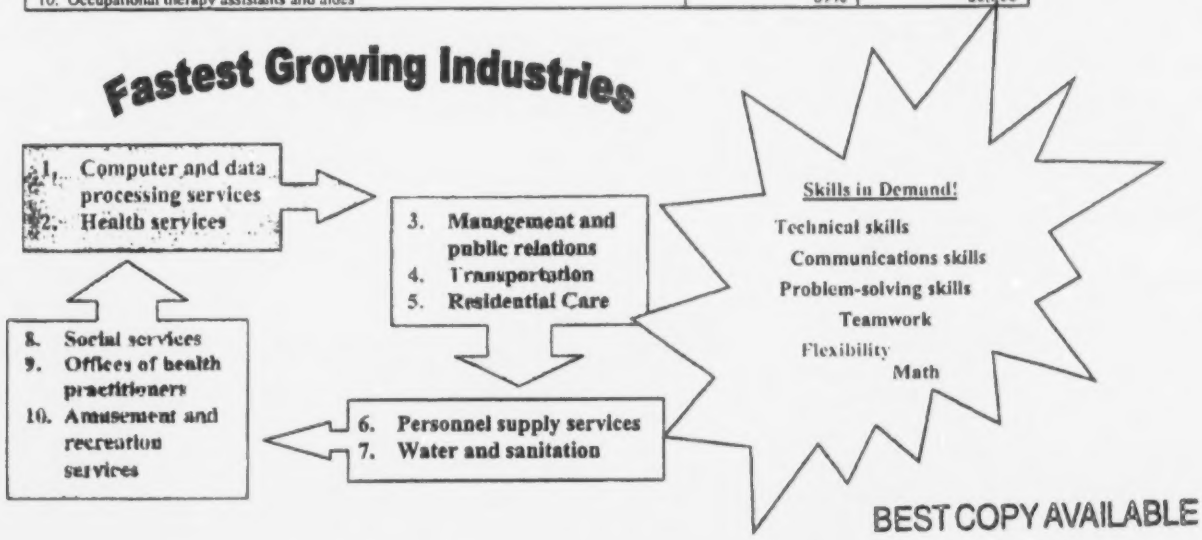
No. 70 **January 21, 2000**

Careers for 2000: Bridging the Gap

San Jose Mercury News, Education Today, December 17, 1999

Comment: The ever-widening economic gap in our society is related to an ever-widening skills gap. In order to help them bridge both gaps, we must inform our large disadvantaged student population about the fastest growing industries and career opportunities. Then we must provide courses and a supportive environment that will encourage and allow students to acquire and develop the skills that they will need in order to compete and participate fully in the prosperity of the new century.

TOP 10 U.S. OCCUPATIONS (Bureau of Labor)	% EXPECTED JOB GROWTH NEXT 10 YRS	# EXPECTED JOB GROWTH NEXT 10 YRS
1. Database administrators, computer support specialists, all other computer specialists	118%	461,000
2. Computer engineers	109%	451,000
3. Systems analysts	103%	1,025,000
4. Personal home-care aides	85%	374,000
5. Physical- and correction-therapy assistants and aides	79%	151,000
6. Home health aides	76%	873,000
7. Medical assistants	74%	391,000
8. Desktop publishing specialist	74%	53,000
9. Physical therapists	71%	196,000
10. Occupational therapy assistants and aides	69%	26,000



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No. 71 **January 28, 2000**

CSU Requirements Tighten

Students to be Referred to CCC's for Remediation Courses

Source: San Francisco Chronicle, September 7, 1999 and San Jose Mercury News, September 16, 1999

Comment: Tightening of Academic Standards at both four-year university and high school levels will have an impact on the number of students seeking remedial classes in English, Math, and Science at the community college level. If these students come in any great numbers, it may strengthen our classes in the upper remedial courses and improve our transfer rates. If students like it here, they could even improve our transfer curriculum.

Beginning with the Class of 2003, high school students will need an additional year of laboratory science and history to get into any of the California State Universities. In a move to standardize the "reasonable and adequate" preparation requirements for pursuing a degree, the CSU Board of Trustees decided to make the high school courses required for admission at the CSU's the same as the ones required by the UC system. Both systems will require the same 15 courses.

SUBJECT	CSU & UC in the year 2003
English	4 years
Math	3 years
U.S. history or U.S government	2 years
Foreign language	2 years
Lab science	2 years
Visual or performing arts*	1 year
College prep electives	1 year

*this is a recent requirement for UC

At the same time, the CSU Board changed requirements for students transferring to CSU from other colleges. Lower division math and English courses must now be completed as part of the units required to transfer.

There is another change that could impact community colleges; a new rule states that students who fail to demonstrate math and English proficiency within 15 months at CSU will be sent to community colleges for remedial courses. Last year, 54 percent of incoming CSU freshmen needed remediation in math, and 47 percent needed remedial English. This lack of basic English and math skills, besides delaying students' progress in their education and careers, is a drain on university resources. CSU Chancellor Charlie Reed says that community colleges "are much better equipped to help...(They) have more experience in teaching remedial education, they allow students to focus more directly on their areas of weakness, and they cost less for students and the state."

Eastside Union High School District, Northern California's largest high school district and a major source of SJECCD's feeder high schools, is considering expanding diploma requirements to include a third year of math and a third year of science. San Jose Unified School District, also providing SJECCD with many feeder high schools, added tougher math and science requirements last year. State law mandates two years of math and two years of science, but Silicon Valley high school administrators recognize the need for more learning in these areas because so many local jobs require advanced math and science skills. If students do receive more and better preparation at the high school level, this could also affect the number of remedial courses needed at the community college level. *(source: SJMN 11-27-99)*

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No. 72 **March 3, 2000**

Focus on Ethnicity:
Hispanic Students in the SJECCD

Sources: TERM, July-August 1999 and San Francisco Examiner 10-17-99, SJECCD Office of Research and Planning

Comment: Based on the following data, we can expect our Hispanic/Latino student population to continue increasing at a higher rate than other ethnic groups, and we know that many will be disadvantaged. We need to consciously plan how to recruit, motivate, and retain Latino students. Lessons from the Adelante and Enlace programs could be very useful in our thinking.

External Scan:

U. S. population growth since 1990	9%
Latino population growth in U.S since 1990	38%
Year in which Latinos are projected to become the largest U.S. minority group	2005
Year in which Latinos are projected to become almost 25% of total U.S. population	2050
Proportion of Latinos and Caucasians with Internet access at home and/or work	22% and 43%, respectively
Proportion of Latino children living in poverty	40%
By 2015, proportion of disadvantaged children under 18 that will be Latino (largely made up of immigrants)	Nearly 60%
California Latino population	10.1 million

"...racial and ethnic disparities in academic achievement are emerging as a national concern..."
SF Examiner

- ***Much of the increase in Latino population is attributed to a swelling immigrant population.***
- ***Most of these immigrants have had limited access to education in their native countries.***
- ***Parent education is closely linked to student achievement.***
- ***Many children of immigrants are disadvantaged and will need help obtaining access to the community college system and special encouragement to stay motivated to succeed.***

Internal Scan:

SJECCD Hispanic Enrollment F97, F98, F99	26%, 27%, 28%, respectively
EVC Overall Success Rates for Hispanic Students (compared to all other students)	60% (69%) Fall 1997 60% (68%) Fall 1998 60% (70%) Fall 1999
SJCC Overall Success Rates for Hispanic Students (compared to all other students)	59% (67%) Fall 1997 61% (68%) Fall 1998 58% (68%) Fall 1999
Enlace Success Rate (compared to other Hispanics in the same courses)	75% (44%) Fall 1999
Adelante Success Rate (compared to other Hispanics in the same courses)	57% (47%) Fall 1998

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No. 73 **March 10, 2000**

Community College Trends for 2000+

Source: Highlights from "Trends Important to Community Colleges"
ED 409 963, ERIC Clearinghouse for Community Colleges EDINFO No. 98-09, May 1998
Original study from the California Community Colleges Chancellor's Office

Comment:
"Community colleges and systems wishing to maintain or increase their enrollments will need to become more flexible, responsive, and sensitive to the changing educational needs of their students and society."

Trends

Demographics. Expect a "baby-boomer echo" of 18-24 year olds during this decade, and expect even greater student diversity in terms of race, ethnicity, and age.

Technology. Anticipate advances in interactive communications and systems that will impact course delivery.

Mission. Prepare to adapt to economic changes (longer and shallower cycles) and societal transformation (multiculturalism, changing family structures, increases in one-person households) that will result in new and different constituencies and an ever-broadening mission for the community college.

Public policy. Plan for trends toward less federal and more state control; continued declines in funding; and a widening gap between existing practice and the need for new approaches to the organization and delivery of instruction and services.

Planning Ahead

College administrators, support staff, faculty, students, and other interested parties should participate together to:

- ✓ **Develop a vision**
- ✓ **Create a planning baseline and indicators of progress**
- ✓ **Elaborate on the mission**
- ✓ **Analyze customers and their needs**
- ✓ **Identify critical processes and trends**
- ✓ **Assess the college's strengths and weaknesses**

(Source: Highlights from "Doing Effective Strategic Planning in a Higher Education Environment by James B. Rieley, as seen in EDINFO No. 98-15, August 1998, ERIC Clearinghouse for Community Colleges)

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No. 74 March 17, 2000

Service Learning in Community Colleges—Why?

Source: The Campus Compact Center for Community Colleges
http://www.mc.maricopa.edu/academic/compact.html

Service-learning programs offer students the opportunity to combine service to their community with academic learning that is focused on critical, reflective thinking and civic responsibility. At EVC and SJCC, students in such diverse courses as philosophy, biology, history and math earn partial class credit and gain valuable experience by performing a certain number of hours of community service during the semester.

The Campus Compact Center for Community Colleges is a national organization formed to support and sustain service-learning in community colleges. It strives to promote and implement community service as a means of improving teaching and learning for the benefit of students and the communities in which they live. Campus Compact believes that service-learning "has the unique ability to help students focus on specific learning that occurs in courses. At the same time students are providing service to the community...contributing to the common good."

From Campus Compact's website: *Service-learning represents one of the most powerful teaching tools available in today's higher education arena, and the history of community colleges provides a sound basis for involvement in and leadership for the current service-learning movement. Community colleges not only respond to their communities, most times they are intrinsically intertwined. If any institution can possess empathy for the heartaches and needs of a community—that institution is the community college.*

Reasons For Supporting Service-Learning Programs

Service-Learning:

- **Meets the mission of the community college.** Community colleges prepare students for successful futures that benefit the individual and the community.
- **Links coursework to real world experience, career exploration and employment.** Service-learning links academic studies to professional development and community awareness in a way that is meaningful to students
- **Helps to develop self-esteem and confidence.** Providing the opportunity to serve as a mentor at a public school or work with senior citizens at a nursing home often enables students to discover that their efforts and skills are appreciated.
- **Builds relations with the community.** Colleges reach out to the community through placement of students in schools, agencies, and philanthropic fundraisers.
- **Creates a connection between personal development and civic responsibility.** During this time of civic disconnection, service learning is an excellent tool for helping students to recognize the importance of community attachments and responsibilities.

January, 2000
How Service Learning Affects Students
–Higher Education Research Institute UCLA

Service participation shows significant positive effects on academic performance, values, self-efficacy, leadership, choice of a service career, and plans to participate in service after college. Benefits associated with course-based service were strongest for the academic outcomes, especially writing skills.

The study involved over 22,000 college undergraduates followed from F94 through F98.

EVC: Marjorie Clark — Service Learning Directors — SJCC: Ron Levesque

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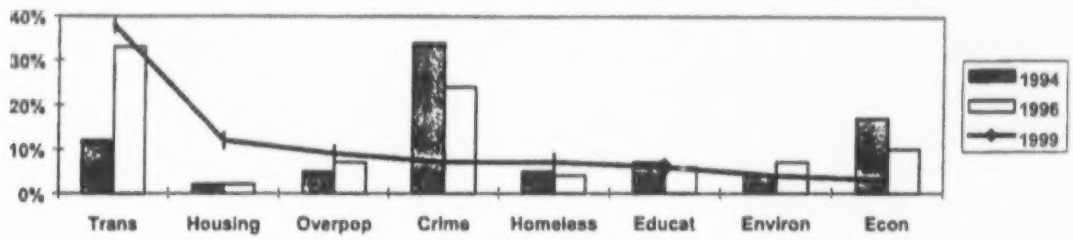
No. 75 **March 24, 2000**

Bay Area Council Poll Results

Source: San Jose Mercury News, December 17, 1999

The Bay Area Council, representing major CEO's in this region, surveyed 607 residents in nine counties. Respondents rated transportation as by far the biggest problem of the area, followed by housing and overpopulation/crowding. Five years ago, the three top concerns (ranked from high to low) were crime, the economy, and transportation.

Concerns of Bay Area Residents



Worries about crime have been replaced by worries about transportation and housing for Bay Area residents over the past few years. 38 percent of those surveyed ranked transportation, including traffic congestion, as the major problem for people in this region. Housing availability and costs were ranked second. Only last year, housing ranked fourth as a concern, and crime ranked second.

Issue	1994	1996	1999
Trans	12%	33%	38%
Housing	2%	2%	12%
Overpop	5%	7%	9%
Crime	34%	24%	7%
Homeless	5%	4%	7%
Educat	7%	6%	6%
Environ	4%	7%	4%
Econ	17%	10%	3%

Silicon Valley CEO's say they can't continue to do business here if housing and traffic issues aren't improved. Cost of living and traffic problems are making it difficult to recruit new workers.

<u>Comment:</u> Disadvantaged people, including SJECCD's large population of disadvantaged students, are apt to be affected the most by these trends. Educating our students to ever-higher skill levels is one of the few effective means we have of helping them.

<u>Other findings</u>

- Two-thirds of Bay Area residents use the Internet on a weekly basis
- Nearly two-thirds of Bay Area residents use e-mail
  (Not surprisingly, lower income people are less "connected", with only 46 percent of those earning less than $40,000 a year going online.)
- 52 percent said they were better off economically than the year before.
- 79 percent said they thought things were "going well" in the Bay Area. When specifically asked about 16 quality of life measures ranging from the environment, the economy, education, transportation, and housing, large numbers of respondents said only three had grown worse in the last year: the housing supply, the cost of housing, and the adequacy of the highway system.

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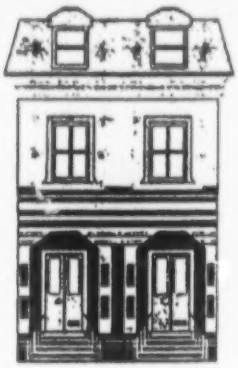
No. 76 **March 31, 2000**



Income Gap--- Worst Problem: Housing

Source: San Jose Mercury News, December 12, 1999 and December 19, 1999; also http://www.ed-data.k12.ca.us/dev/School2.asp

Comment: To survive in our county, low-income students need to have higher and higher levels of employable skills. The tasks of motivating, supporting, retaining, and teaching students to help them cross an ever-widening economic gap is made even more difficult when this group of students must also work more and more just to maintain the basics of food and shelter.

"In Santa Clara County, 20,000 people were homeless at some point in 1999, and an estimated 1,000 more people are going homeless each year," according to James McEntee, director of the county's Office of Human Relations. He estimates that if we count the second, third, and sometimes fourth families living in another family's home, the number of people without homes increases by 50,000 to 60,000.

External Scan: National

- Children and families are the fastest growing segment of the homeless population nationwide comprising an estimated 36.5% of all homeless people.
- The average age among all homeless people is nine years of age.
- Poor children tend to have low school achievement and poor health. They tend to be high school dropouts and are more likely to commit crimes and be incarcerated.

External Scan: Local

- Rents in Silicon Valley rose 23% between 1990 and 1996; wages rose only 14% during that time.
- Willow Glen "bungalow" demonstrates problem: originally cost $9500 in 1947--sold for $123,000 in 1983--changed hands for $240,000in 1995--valued at $533,000 in 1999.
- "...the homeless...increasingly are families with jobs who can't make ends meet..." In Santa Clara County, "two out of five households cannot afford an average two—bedroom apartment." SJMN 12-19-99 pg 1B

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No. 77 April 5, 2000

CPEC FACTSHEETS

98/99 Highlights from California Postsecondary Education Commission

Source: http://www.cpec.ca.gov/factsht/fs1999/fs99-1.htm

▫ Nearly 67% of California High School Graduates Attend College

While over 66 percent of all 1996 California high school seniors enrolled in a postsecondary education program within two years of graduation, college-going rates continue to differ significantly among student groups.

Significant differences remain among student groups

More likely to be prepared:	*Less likely to be prepared:*
Suburban	*Rural or urban*
Affluent	*Low-income*
Asian	*African-American*
Caucasian	*Latino*

▫ New Transfer Enrollments Drop

Overall, the number of new community college students successfully transferring to the state's public universities continued to decline in 1997-98.

	CSU	UC
Decline from 96/97 to 97/98	**-5.8%**	**-2.7%**
Largest proportional declines	**African-American, Filipino**	**African-American, Latino, Native American**
Sites of largest declines	**San Francisco, Long Beach, Northridge, Fullerton, San Luis Obispo, San Jose**	**N/A**
Some reasons for declines	**Admission rate dropped (from 78.6% in 96/97 to 71.0% in 97/98). Transfer requirements were more strictly enforced.**	**"...primarily the result of the decisions by students not to apply for transfer to UC."**

These trends run counter to the growth in the community college student population: they underscore the need to better understand these trends (as well as the transfer process and outcomes) and to be proactive in addressing barriers to transfer.

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No. 78 April 14 , 2000

Global Awareness

Source: San Jose Mercury News, January 23, 2000

ASIA: AIDS is growing fastest in Asia...with the potential for overtaking Africa in the number of people infected with HIV. Aside from the human tragedy, this is creating a problem for investors in Europe and North America as their economies peak and they increasingly turn to the Third World for labor and profits. The executive director of the U.N. AIDS agency asks, "What happens to the global market economy if there's no one left to do the work?"

NORTH AMERICA: In Seattle last November, political demonstrations forecast an increasing awareness and tension related to global issues and inequities. Protesters were "denouncing irresponsible free trade and corporate greed" at a meeting of the World Trade Organization. Discussions on the downside of globalization, including how to handle the problems of human rights, the environment, child labor and other types of exploitation will continue to engage public attention.

EUROPE: Europeans have fallen behind the U.S. in the technology race. While about 50% of U.S. homes are hooked up to the Internet, only about 12% of European homes have access. The U.S superiority in computers, Internet services, biotechnology and investment banking contributes to a growing industrial and economic gap across the Atlantic.

AFRICA: More than 5,000 people with AIDS die each day in Africa, a figure that is expected to rise to 13,000 a day by 2005. HIV is decimating the work force and is the single greatest threat to future economic development in Africa. In Zimbabwe, 25 percent of the population is infected, and last year's maize production declined 61 percent because of illness and death from AIDS. The AIDS epidemic has already created 11 million orphans in Africa.

Comment: Although we need to help our unskilled students become well prepared for the job market, we also need to avoid a too-narrow focus on the technical skills area. An awareness of global problems and global interconnectedness will be necessary for our students and electorate to make informed judgments about global issues.

Arguing against education that is too narrowly focused on technical skills, Robert Maynard Hutchins asserts in his book The Higher Learning in America:

"The aim of higher education is wisdom."

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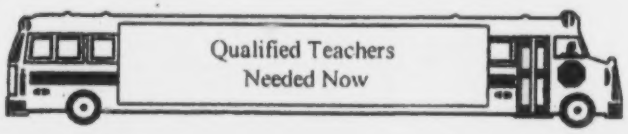
Kathleen Budros

No. 79 **April 21 , 2000**



TEACHER SHORTAGE IN CALIFORNIA

Source: San Jose Mercury News 1-2-00 and San Francisco Chronicle 12-3-99

Comment: *The rapidly growing need for well-trained teachers is providing additional career opportunities for our transfer-bound students. In addition to our regular course offerings, it might be worth considering a Future Teacher Preparation Program designed to encourage students to enter this profession and to provide information and support as they transition to a four-year institution.*

One downside of the teacher shortage is that currently literally thousands of under-prepared teachers are being hired, predominantly in the most under-achieving, disadvantaged schools.

A high priority for the California State University system is improving its teacher credential program

- California will need 250,000 new teachers over the next 10 years. Current teacher workforce: approx. 284,000.
- CSU produces about 60% of California's teachers.
- In 1999, 25% more teachers were graduated from the CSU that in 1998, an increase from 12,000 to 15,000.
- A major objective of the CSU is to increase both the quantity and quality of new teachers.
- CSU is focusing on ways to "improve access to the university system, develop a better teacher preparation curriculum, set higher standards for credentials, and increase collaboration with public schools."

Over 10% of the classrooms in the state have teachers who do not meet minimum requirements.

- Last year the state issued 28,500 "emergency credentials," up 85% from 1996.
- The majority of under-prepared teachers are placed in schools with large numbers of disadvantaged children. These are children who most need excellent, well-trained teachers in order to overcome the obstacles of undereducated parents and poverty.
- There is a strong relationship between inexperienced teachers and low performance. A recent study showed that 21% of the teachers were uncredentialed in schools where reading scores of third-graders were in the lowest 25% on a state test, while only 4% lacked credentials in schools where the reading scores were in the top 25%.

The Center for the Future of Teaching and Learning suggests some possible solutions:

- Raise teacher starting salaries from $32,000 to $40,000 to attract qualified candidates.
- Pay $20,000 (up from $11,000) plus tuition and book costs to those who complete a teacher preparation program and agree to teach in a hard-to-staff school for at least four years.
- Phase out credential waivers and emergency permits over the next five years.
- Provide grants of $350 per student for up to three years to help schools attract and keep qualified teachers.
- Provide incentives of up to $250 per student for high quality on-the-job training of teachers.

A new report, "Teaching and California's Future: The Status of the Teaching Profession," prepared by the Center for the Future of Teaching and Learning is available at www.cftl.org Information about earning a teaching credential can be found at http://www.ctc.ca.gov/

STRATEGIC PLANNING

San Jose/Evergreen Community College District

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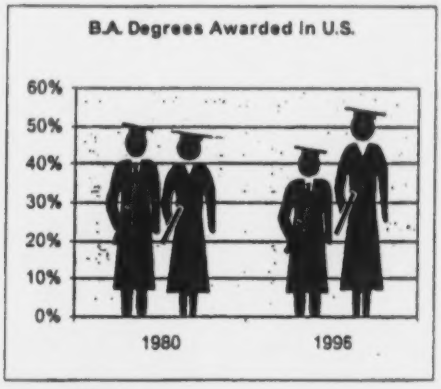
A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 80 **April 27, 2000**

WOMEN OUTNUMBER MEN ON COLLEGE CAMPUSES

Source: San Jose Mercury News 12-9-98 and 1-21-00



Gender Trends

- U.S. Department of Education statistics show that the proportion of bachelor's degrees awarded to males fell from 51 percent in 1980 to 44.9 percent in 1996.
- Even though there are more college-age men than women, there are more women enrolled in higher education (8.4 million in 1996) than men (6.7 million in 1996).
- "Women outnumber men in every category of higher education: public, private, religiously affiliated, four-year, two-year. And among part-time students, older students, and African-Americans, the skew is much larger."
- Arthur Levine, president of Columbia University Teachers College says, "It used to be that you worried at 55 percent women, but the new wisdom in that anything up to 60 percent is okay."
- Beyond a 60-40 split, the environment becomes uncomfortable for both genders.

What's the problem?

1. Some men are opting to forgo college because they are able to obtain high-paying jobs in certain high tech areas without a formal education. As they advance into managerial roles, however, their lack of postsecondary learning (communication skills, interpersonal skills, liberal arts, etc.) can be limiting.

2. In general, there is a widening earnings gap between high school graduates and those with higher degrees. There is a concern that the decrease of college men, especially poor and minority men, will translate into an increase of men with reduced lifetime incomes, furthering the gap between the haves and the have nots.

Fall 1999 Enrollment

	Male	Female
EVC	48%	52%
SJCC	46%	54%

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Kathleen Budros

No. 81 **May 5 , 2000**

GROWING CAREER OPPORTUNITIES:

WEB SITE MANAGEMENT

SJCC PROGRAM TEACHES SKILLS IN HIGH DEMAND

Source: Lucy Dodge, San Jose City College Title III Activity Director

Comment: Local companies are looking for people with web site administration skills, and they are paying from $12 to $17 per hour, depending on experience. Summer and part-time jobs are available in this field. It is a real service to our students to offer them courses that can provide them with immediate employment as they consider furthering their education. Expanding our technical offerings needs to be strongly considered. With a wide variety of options, students can enjoy technical employment and gain experience in the world of work as they continue to increase their knowledge and skills in District classes.

"World Wide Web?"

W W W

The Computer Information Systems Department at San Jose City College is keeping apace with the new technologies associated with the Internet. Programs are being developed in CIS, Web Site Administration, and Web Application Solutions. Certificates of competency, specialization, and achievement in web-related subjects will eventually be available to SJCC students.

Spring 2000 offerings at SJCC:	Coming this summer and fall:
⊡ JavaScript Programming for the Web	⊡ Developing Web-based Training Materials
⊡ CGI and Perl Programming for the Web	⊡ Web Application Solutions
⊡ VBX and ActiveX Controls	⊡ Web Site Administration #1

What skills are taught in these classes? Web-based client/server development tools/techniques; security tools; distributed application tools and techniques; Perl; Java and SQL; Visual Basic; Inter/Intranet application development using IIS, IE, ASP VBScript; HTML; and DHTML. Recent job listings requiring these skills include Network Integrator/Software Engineer, Professional Internet Technologist, Data Warehousing Consultant, Backend Web Developer, and Tech Support/Applications Specialist.

Job Information Web Sites

URL	Description
http://www.acinet.org/acinet.htm	America's Career InfoNet information home page providing links to wages and trends, job descriptions
http://www.acinet.org/acient/explore.htm	Career navigation and exploration tool to find information about jobs and salaries
Exodus@isearch.com	Software programming jobs available
http://techjobs.supersites.net/techjobsn2/docs/home/htm	Lists high technology jobs and provides career tips for software engineers, technical writers, data processing specialists, etc.
http://www.edd.ca.gov/aboutedd.htm	California Employment Development Department; Labor Market Information includes data by county
http://technology.monster.com	Lists high-tech jobs and allows visitors to enter a persona-lized search to indicate job title, salary, location, etc.
http://www.jobtrak.com/employers.html	Lists jobs and lets users post views and participate in other interactive features

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No. 82 May 12, 2000

Campus Technology Trends

Ten Recommendations for College Governing Boards

Source: Association of Governing Boards of Colleges and Universities (www.agb.org)
Excepted from "10 Lessons for Boards" Written by Richard A. Detweiler, president of Hartwick College in Oneonta, New York

#1. Implementation must be mission-driven.
Don't adopt information technology just because "it's the thing to do." College leaders need to be sure that the mission statement is not merely esoteric, but is based on intended outcomes.

#2. Information technology must fit the institution's values and future.
If information resources don't fit institutional values and leaders still believe this technology to be vital, the institution's values and purpose might need re-examination.

#3. Information technology is a resource.
People have reactions to technology that range from awe to fear. Some are devotees of one specific solution or system. When they acknowledge that IT is a resource, they become open to learning and doing new things.

#4. Meet 90 percent of needs 90 percent of the time.
Technology advocates frequently demand that institutions purchase the most current, high-tech systems available; they are often not affordable. Leaders must develop goals based on most frequent use and establish special sites for advanced systems.

#5. Purchase usable technology that dominates the market.
Too many have spent too much on "superior technology." You want something economical to buy, maintain, support, and update.

#6. Standardization is vital.
Sharing, comparing, and mutual supporting is what makes information technology work. Non-standardization creates costly, time-consuming problems for support personnel and users alike.

#7. Focus on people, not technology. *Provide appropriate training, support, and reward systems to foster use.*

#8. Think about major trends.
Information technology is converging and ubiquitous. It will likely overcome the current socioeconomic divide as the telephone once did. Will colleges still need to fund it when it becomes commonplace? Investments may change radically in the next decade.

#9. Information technology is costly.
It is critical to budget continuing costs such as updating.

#10. IT investments require a leap of faith.
Teaching and learning benefit from information technology, but there is little evidence that education in its broadest sense is improved. Still, it is clear that technology will shape the future of education.

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San Jose/Evergreen Community College District

A District Research Project
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No. 83 **May 19, 2000**

When Two Master's Degrees Aren't Enough

Sources: SJ Mercury News 1/26/00, 3/5/00, 3/11/00, 3/23/00; SF Chronicle 1/23/00

Comment:
A recent San Jose Mercury News article featured a story about a married couple, both educators with master's degrees, who are considering moving to Texas because they can't afford to buy a home and have a family in the Silicon Valley.

Home prices escalate

The median price of a single-family home in Santa Clara County was $427,380 in December 1999, up 15.5 percent from the year before. Statewide, the median price of a single-family home was $221,500, up 11.8 percent from the previous year.

Teaching doesn't pay

The average instructor needs triple the salary to afford a median priced home. The average teacher makes $37,744 a year but needs to earn $123,450 to buy the median-price home. Couples who are both in the teaching profession are hard-pressed to find affordable housing. New teachers in this area must share housing with others, live in small, sparsely furnished quarters, or commute long distances from areas where housing costs are cheaper.

Average starting salaries and educational attainment for public service employees in Silicon Valley

Police Officer (San Jose)	**AA degree; graduate from police academy**	**$48,360**
Firefighter (San Jose)	**High school diploma or GED; graduate from fire academy**	**$47,881**
R.N. (Valley Medical Center)	**AA degree in nursing; pass state license exam**	**$47,204**
Teacher (Santa Clara County)	**BA degree; one year of student teaching; pass credential exams**	**$31,000**

Santa Clara County Teacher Snapshot

Ethnicity: 77.2% White; 10.5% Latino; 8.2% Asian; 2.6% African American
Gender: 75.2% Female; 24.8% Male
Education: 0.6% have a doctorate; 24.5% have a master's; 72.8% have a bachelor's; 2% have less than a bachelor's
Qualifications: 87% have full credentials; 13% have emergency credentials or waivers; 14 years average experience
Income: $37,744 average.

More than 250,000 new teachers will be needed over the next ten years.

The state Education Department says that 30% of California's new teachers leave within three years of being hired. New teachers in the Bay Area cannot afford to live here. They must obey the law…the one that says "if you pay Modesto wages in San Jose, your teachers will move to Modesto, buy a $150,000 house and teach there." *JoAnne Jacobs*

Bay Area school districts are considering subsidies to help educators afford to buy homes.

Low rent apartments, low interest loans, and tax credits under certain circumstances are being considered for teachers by various government entities.

A coalition of public and private groups has established a Housing Trust Fund to help the homeless, renters, and first-time homebuyers. With a goal of raising $20 million dollars in two years, five Silicon Valley companies have contributed so far (Adobe and Intel gave a million dollars each), Santa Clara County gave $2 million, and San Jose contributed $1 million. Other donations have come from the Mercury News and Knight Ridder.

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San Jose/Evergreen Community College District

A District Research Project
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No. 84 **May 26, 2000**

PASSAGE FROM INDIA: H-1B VISA

Foreign Labor is Filling the Gap in Silicon Valley

Sources: San Jose Mercury News and San Francisco Chronicle

Comment: The opportunities for our students to bridge the economic gap are there, yet jobs in the Valley are going to technicians from abroad. Our challenge is to motivate and educate our students to the levels needed to fill these jobs.

The three-year H-1B visa admits to the U.S. foreign workers with specialized skills. This year, as in 1999, the quota is 115,0000.

Washington D.C. leaders would like to increase the number of temporary visas for skilled workers to 200,000 for the coming year. *SJMN 5/12/00*

Nearly half of the H-1B visas granted go to workers from India.

1/16/00 SJMN: High-tech companies are using the "imported brainpower" of thousands of temporary workers from abroad to fill technical positions such as programmers, engineers, and chip designers. They work on projects ranging from software databases to systems integration to Web applications. One example: last year, Santa Clara-based TekEdge Corp sponsored 600 people for H-1B visas, 375 of whom were Indian. It will sponsor 1,000 recruits this year.

3/18/00 SJMN: "...(The H-1B visas) are popular with high-tech employers who contend there isn't enough domestic talent to meet their surging industry's needs."

3/19/00 SJMN: Silicon Valley companies are also responding to the Indian government's effort to attract business through tax incentives, simplified regulations, and better education. Adobe, Apple Computer, Cadence, Cisco Systems, Compaq, 3Com, Healtheon/WebMD, Hewlett-Packard, IBM, Intel, Silicon Graphics, and Sun Microsystems are among local companies with sites in India.

3/29/00 SJMN: "In the evolution from prune-pickers to programmers, no one has done more to train our workforce than community colleges. Now colleges need a multi-year state funding commitment so the next generation...(will) have the educational resources needed to help us all prosper." Another 200,000 new jobs will be open by 2010, forecasts say. Our homegrown high-tech workforce meets only two-thirds of the total demand. *Linda Salter (West Valley Community College) and Kim Jones*

4/2/00 SJMN: "The long-term solution to the tech-worker shortage lies in nurturing Silicon Valley's most valuable and only renewable resource: our homegrown workforce." 90% of students we polled last year plan to pursue higher education after high school; a third of those want to pursue high-tech related majors. However, they don't understand the skills they will need (only 15% cited math as a course relevant to high-tech careers.) The best solutions involve experiences that connect students with real-world career options, and investment in skills training. Joint Venture, Andersen Consulting, Cisco, and the Private Industry Council of Santa Clara Valley are among local companies working on effective approaches to "ensure that the talent high-tech employers have been seeking in New Delhi and Kuala Lumpur is available as close as Alum Rock and East Palo Alto." *Ruben Barrales, Joint Venture: Silicon Valley*

5/12/00 S.F.Chronicle: "Last year, the administration opposed raising the current (H-1B) ceiling of 115,000, but later reversed course when high-tech companies complained of severe worker shortages." Now they would like to raise the H-1B cap to 200,000 until 2003, but here are many provisions (such as raising the visa fee companies pay for each worker) which greatly complicate the attempt to increase immigration by skilled workers. "The money from the fees would help fund various government programs to train U.S. workers."

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San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 85 **June 3, 2000**

Analytical Thinking

Team Work

Public Speaking

Adaptability

Leadership

Time Management

Diversity

Global Consciousness

Ability to Adjust to Group Living

Higher Degree of Education

Basic Communications:
Listening
Speaking
Reading
Writing

Survival Skills for the 21st Century

Comment: *What can we teach our students to help them succeed in a rapidly changing world? They will need a newer and higher level of skills to be able to function productively in an environment of increasing population, escalating housing prices, global economics, multicultural diversity, and technological sophistication.*

Excerpted from *A Mandate for Change* by Milton Goldberg http://www.highereducation.org/

Milton Goldberg is executive vice president of the National Alliance of Business and former executive director of the National Commission on Excellence in Education. These are some of his thoughts about improving higher education in the new millennium.

Serious gaps now exist between the skills possessed by graduates and those required by today's high-performance jobs. Business and higher education leaders are working together to:

(1) better equip college and university students with the knowledge and skills they need to succeed in the changing world of work;
(2) strengthen the role of higher education in improving K-16 student achievement;
(3) provide support at colleges and universities for basic and applied research that is critical to the ground-breaking, fundamental advances that fuel long-term economic growth; and
(4) better prepare all students and workers to understand and work productively with people of diverse cultures, languages, religions, and ethnicities.

The pressures and opportunities of global commerce and new technologies are creating new definitions of change cycles in business. But, it's not just change that characterizes business today. It's the rate of change. A key response to this acceleration is an adaptable, skilled and knowledge-rich workforce. (However,) it is not just the need for better educated workers that causes business to care about improving American education at all levels. Business recognizes that a solid well-rounded education is the thread that knits the intellectual and moral quilt of our nation. This has been so throughout our history. The ill educated and ill rewarded will not be intelligent consumers and surely will not create the leadership essential to all parts of our social, civic, and economic life.

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San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
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No. 86 **June 9, 2000**

Focus on Ethnicity:

Asian Students in the SJECCD

Sources: U.S. Immigration and Naturalization Service, U.S. Census Bureau, SJECCD Office of Research and Planning

Comment: Asian students have far out-numbered students from other ethnic groups for many years on both of our campuses. They are not a homogenous group: countries of origin include Cambodia, China, India, Japan, Korea, Laos, Pacific Islands, Philippines, Viet Nam, and U.S. As the demographics of the state change in the next 25 years, the proportion of Asians in California is expected to increase from 13% to about 18%. Because Santa Clara County is likely to continue to attract Asian immigrants from many countries, we can expect that the number of Asian students at our colleges will continue to grow.

Internal Scan

FALL 1999	EVERGREEN VALLEY COLLEGE			SAN JOSE CITY COLLEGE		
	ASIANS	ALL OTHERS	TOTAL	ASIANS	ALL OTHERS	TOTAL
ENROLLMENT	4133	7618	11781	[illegible]	[illegible]	9803
SUCCESS RATE	67%	68%	67	[illegible]	[illegible]	65%
(98/99) CERTIFICATES	10	29	[illegible]	[illegible]	[illegible]	284
(98/99) AA/AS DEGREES	196	190	[illegible]	[illegible]	[illegible]	346
(98/99) TRANSFERS TO CSU	188	118	[illegible]	[illegible]	[illegible]	265
(98/99) TRANSFERS TO UC	14	9	23	[illegible]	13	20

External Scan

Current World Population: 6 billion *Current U. S. Population: 270 million*	2000	2025 (PROJECTED)	PROJECTED INCREASE
California population	Over 33 million	Over 49 million	48%
Asian population in California	4,289,000	9,078,000	112%
Total projected California population gain via immigration 1995-2025 = 8.7 million			

U.S. Population Distribution

- In the U.S. between 1990 and 1998, Asians had a higher rate of population growth than any other group (37%).
- In 1997, California had more Asians (3.8 million) than any other state.
- Among counties, Santa Clara County had the fourth largest number of Asians in the U.S.

Education

- 42% of Asians aged 25 or over had a BA or higher in 1997.
- In comparison, the rates for other ethnic groups were: White, 25% African-American, 13% Hispanic, 10%.

Immigration

- In 1997, 24% (6.1 million) of U.S. foreign-born residents were Asians.
- In addition, six in 10 Asians in the U.S. were foreign-born.

Between Fall 1995 and Fall 1999, while the number of Asian students in the District rose slightly (from 6804 to 7218), the proportion of Asians decreased district-wide from 43% to 39%. (During that time period, the proportion of Hispanic students increased by two percentage points to 28%.)

"Asian" includes Filipino and Pacific Islander students

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San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 87 **June 16, 2000**

Higher Education in 1999 and 2000
*** Ten Public Policy Issues ***

Source: Association of Governing Boards of Universities and Colleges

The ten public policy issues identified here are from the Association of Governing Boards of Universities and Colleges web site. Full discussion of each item can be found in AGB's Public Policy Paper Series Number 99-1 "Ten Public Policy Issues for Higher Education in 1999 and 2000." Copies may be ordered from the web site. www.agb.org/

1. Teacher Prep and the K-12 Relationship

There is a growing national consensus that higher education can do more to advance K-12 instruction by strengthening teacher-preparation programs and by giving K-12 standards and examinations consideration in the college-admission process.

2. Affordability vs. Access

As federal and state policies focus on providing affordable education to students from middle-income and high-income families, the goal of access for students of lesser means seems to be losing ground.

3. Cost and Price of Higher Education

Policymakers across the political spectrum are seeking ways to address public concern about college costs.

4. Implementation of Recent Federal Legislation

With Congress having enacted several pieces of higher education legislation in 1998, the focus will now shift to how they are implemented.

5. Federal Support for University Research

Congress will consider the level of funding for university-based research as well as the policies that govern that funding.

6. Diversity in Admissions

Colleges and universities face political and legal challenges to their ability to consider race or ethnicity as factors in the admissions process.

7. Information Technology and New Competition

Increasingly sophisticated uses of information technology will force public and private institutions to respond to competition from for-profit higher education providers and from their peers.

8. Economic and Financial Trends

Although a robust economy has produced prosperity for higher education in the late 1990s, few states and institutions seem prepared for the possibility of a recession and its consequences.

9. Creating a Sustainable Society and Future

Higher education will be expected to play a stronger role in state and federal efforts to sustain the nation's natural resource base and protect the environment.

10. Rethinking Public Higher Education Systems

States will continue to be interested in the governance and finance of their public higher education systems and seek ways to encourage efficiency, productivity, and accountability while keeping costs reasonable.

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San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 88 **June 23, 2000**

Educational Equity -- Why?

Source: California Postsecondary Education Commission

Comment: The educational gap continues to widen, making it even more imperative for our students to succeed in initial coursework and to persist far beyond lower level job skills. In addition to providing traditional coursework and services, we must find ways to impress upon our students the growing importance of advanced education. We should expand our efforts to motivate, inspire, encourage, coax, cajole, and urge our students to set high educational goals.

CALIFORNIA'S CHALLENGES
RAPID POPULATION GROWTH
GREATER POPULATION DIVERSITY
ECONOMIC FLUCTUATIONS
INCOME DISPARITY
EXPANDING DEMAND FOR HIGHER EDUCATION
INADEQUATE ACHIEVEMENT IN ELEMENTARY AND SECONDARY SCHOOLS

California is experiencing a myriad of demographic changes. Public policy decisions in the next few years must take into consideration an unprecedented growth in population and diversity.

"The California Postsecondary Education Commission (CPEC http://www.cpec.ca.gov) has long supported and advocated the centrality of educational equity as a policy imperative for our state." In CPEC Update 98-5, the Commission's perspective on and recommendations for educational equity are outlined.

Educational equity is imperative to our state.

Social Cohesion
With such diversity of population, education is our best hope for learning the knowledge and competencies that promote civility, civic participation, and community involvement.

Political democracy
Critical and analytical thinking, reading comprehension and appreciation for the democratic process are learned primarily through the educational process.

Economic vitality
The state's economic stability and viability is dependent on an educated workforce with the skills to compete in a global marketplace, to discover and advance new industries, and to adapt to changing conditions and new knowledge.

Education is the key to our state's future.

Maintaining a California workforce
Opportunities to acquire the skills, knowledge, and competencies requisite for effectiveness in that workforce must be available and evenly distributed throughout our population. Otherwise, Californians will not be able to meet the labor needs of the state, and the gap between the income potential of members of our society will continue to grow.

Living in a diverse, globally oriented, multilingual world
Our students must have the occasion to interact with people from life experiences and backgrounds different from their own, experiment with new ideas and perspectives, and expand the boundaries of their universe (and it is incumbent upon the schools to provide those opportunities).

Every institution should seek "educational equity not only through a diverse and representative student body and faculty but also through educational environments in which each person, regardless of race, gender, age, disability, or economic circumstances, has a reasonable chance to fully develop his or her potential" (Education Code 66010.2)

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San Jose/Evergreen Community College District

A District Research Project
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Kathleen Budros

No. 89 **June 30, 2000**

Educational Equity -- How?

Source: California Postsecondary Education Commission

Comment: Recognizing that there is an educational gap in our society and doing something about it are two different things.

The California Postsecondary Education Commission (CPEC http://www.cpec.ca.gov) has long supported and advocated the centrality of educational equity as a policy imperative for our state." In CPEC Update 98-5, the Commission's perspective on and recommendations for educational equity are outlined.

> "California is a laboratory and Californians are on a journey to an unknown destination...there are no societies to which we can point for either guidance or demonstration of real consequences."

What are some of the inequities?

- ✓ Unevenness exists in terms of resources across school districts
- ✓ Disparities exist within schools with respect to availability of enriched curriculum, competency of teachers, sufficiency of course sections for college prep classes, adequacy of facilities, and availability of support services
- ✓ Inequities among our schools tend to parallel those across our communities
- ✓ Consistent and persistent disparities in student achievement mirror the inequities in school opportunities and resources

Seven Recommendations from the California Postsecondary Education Commission

Recommendation 1: Raise public awareness about the economic, social, and political benefits to our state and its residents of ensuring that there are equitable educational opportunities and outcomes for all students. The hope is that all Californians will learn to understand the importance of educational equity and assume individual and collective responsibility for its attainment.

Recommendation 2: Make educational equity one of the State's highest priorities and assure that policy recommendations are scrutinized vis a vis their impact on educational equity.

Recommendation 3: Develop plans at the state level to ensure that all students receive the benefits outlined in the Educational Bill of Rights. **#3A**: The Governor and Legislature should provide resources to implement the EBR. **#3B**: Develop policies at state and local levels explicitly stating that the mission of our public schools includes preparing students to pursue various options after high school without need for remediation in basic skills. **#3C**: Continue to expand and coordinate college sector collaborative involvement with public schools. **#3D**: Develop a statewide campaign to disseminate information to students and their families with respect to their role in planning—academically and financially—for college.

Recommendation 4: Commit to ensuring that all students who prepare for or can benefit from higher education will be able to enroll.

Recommendation 5: Develop policies, programs, and practices that facilitate a smooth transition for CC transfer students.

Recommendation 6: Review admission policies and "eligibility" criteria for CSU's and UC's

Recommendation 7: Ensure that all postsecondary students have the opportunities and resources to successfully achieve their educational goals. **#7A**: Specify that college missions include teaching students the competencies to participate effectively in a diverse democratic society as well as the knowledge and skills required by the market place. **#7B**: Link institutional policies and practices to student outcomes and provide appropriate rewards for enhanced student learning.

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San Jose/Evergreen Community College District

A District Research Project
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No. 90 July 7, 2000

The Knowledge Net

Charting the Second Century of Community Colleges

Source: American Association of Community Colleges and Association of Community College Trustees, Spring 2000
Executive Summary of the Report of the New Expeditions Initiative: Connecting Communities, Learners, and Colleges

The New Expeditions project is a joint effort of the American Association of Community Colleges and the Association of Community College Trustees. New Expeditions aims to set a strategic direction for U.S. community colleges for the first part of the 21st century by challenging colleges with a series of recommendations for action.

Community Connections Learner Connections College Connections

Surviving and thriving in a changing world require that community colleges connect in multiple ways. This network – the knowledge net – involves connections with various sectors of the community (civic, business, education, etc.); with learners (including college employees as well as students); and with the college community (partnerships of administrators, faculty, labor unions, trustees, and others). To remain viable, community colleges must ensure that their programs are relevant, responsive, proactive, and creative. They must use their community presence to embrace and enhance diversity and inclusion. The colleges should prepare people to contribute in a democracy and develop the skills needed for success in the global marketplace.

A Sampling of Recommendations

Civic Role: CC's should encourage staff and students to become active in community activities.
Employers and the Economy: CC's should keep abreast of changing market needs and practices.
P-16 Connections: CC's should be involved in partnerships promoting lifelong learning all along the educational path–from preschool through high school and beyond.
Learner-centered colleges: CC's should embrace "learning" rather than "teaching" as a focus.
Access and Equity: CC's must assure educational incentives, support, and opportunities for all citizens.
Inclusiveness: CC's must aggressively promote inclusiveness as an institutional and community value.
Curriculum: CC's should review their vision of the general education role and align core courses accordingly.
Support Services: CC's must provide attentive advising, services, and follow-up for all students.
Credentialing: CC's should find additions/alternatives to transcripts to assess/document specific skills.
Lifelong Learning: CC's should provide strategies for lifelong learning and programs for all age groups.
Human Resources: CC's should hire diverse and competent faculty and staff in all parts of the institution.
Technology: CC's must make the online environment accessible to all students and community members.
Accreditation: CC's must ensure quality assurance and accountability in the accrediting process.
Governance: Governing boards must define their roles clearly and represent the interests of the community.
Finance: CC's must aggressively seek greater funding to accommodate increased enrollment and service needs.

The Challenge

Much is riding on how community colleges find strategies for staying responsive to community needs as the pace of change quickens. They must guide the development of technologically competent people who will be sensitive to the impact of their actions in the workplace, the community and the world. They must proudly and purposefully assume their leadership position in the knowledge net.

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STRATEGIC PLANNING

TRENDS

San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 91 **July 14, 2000**

California's Population

Sources: U.S. Immigration and Naturalization Service, U.S. Census Bureau, SJECCD Office of Research and Planning

- **POPULATION GROWTH:** 600,000 new people each year; expected to continue for at least ten years.
- **RELATIVE POPULATION GROWTH:** The young and the elderly are the fastest growing sectors—the two portions that contribute least to the tax base and receive the most support from public services.
- **SIZE OF ECONOMY:** If our state were a nation, it would have the seventh largest national economy in the world.
- **INCOME LEVELS:** Average income level has risen slowly.
- **INCOME DISPARITY:** The gap between rich and poor is growing, with number and proportion of each expanding, while the middle class is shrinking.

POPULATION DIVERSITY: The population mix is more racially, ethnically and linguistically diverse. The number of Asian and Latino Californians is burgeoning as the proportion of white residents decreases. California students speak around 100 native languages.

- **JOB MARKET TRENDS:** Defense and aerospace have been replaced largely by "high-tech" industries and entertainment. Traditional manufacturing and trades are being replaced with jobs that require more education and skilled labor.
- **POLITICAL ENVIRONMENT:** Term limits mean a constant turnover of elected officials who often lack experience and need training in both the legislative process and critical issues facing the state.
- **SOCIAL COHESION:** Crime rates are down and more Californians are interacting socially and professionally with others from different backgrounds. However, big divides exist between societal groups and political orientations, especially regarding distribution of resources.

- **PUBLIC SCHOOL EDUCATIONAL ATTAINMENT:** Performance indicators are disappointing; disturbing because industries are requiring workers with more skills and competencies than in the past.
- **HIGHER EDUCATIONAL ATTAINMENT:** Our students generally are taking longer to graduate than in the past. The demand for higher education is expected to increase by nearly half a million students by 2005, a figure that appears to be beyond the capacity of our higher education institutions to accommodate through traditional means.

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San Jose/Evergreen Community College District

A District Research Project
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No. 92 **July 21, 2000**

...From Rhetoric to Reality

Sources: San Jose Mercury News 4/17/00, 4/18/00, 5/11/00, 6/6/00; National Center for Public Policy and Higher Education

Diversity is still not a hiring practice or priority in many Silicon Valley companies. *HP CEO Carly Fiorina, SJMN 5/11/00*

If they're serious about broadening the talent pool, high-tech execs could devote more money to education, wire more schools, perhaps persuade retirees to become math and science teachers. They could open technical training centers and networking academies in low-income, minority neighborhoods. *SJMN columnist JoAnne Jacobs, SJMN 5/11/00*

Very few Hispanics or African Americans are working as engineers and programmers; very few women are in the hard-tech specialties that require engineering or computer science degrees. *SJMN columnist JoAnne Jacobs, SJMN 5/11/00*

Education is the great divide. "More than 60 percent of the new jobs projected to be created in the county in the top ten fields require bachelor's degrees." *SJMN columnist Margaret Steen, SJMN 6/6/00*

Recent job growth projections reinforce the probability of a future with further economic division in the Bay Area. Jobs are either high tech or no tech. "What's in the middle? It concerns me and has for all the time I've been in Silicon Valley." *SJECCD Chancellor Jerri Evans, SJMN 6/6/00*

SJECCD is engaged in an unprecedented effort to diversify committees that screen and interview job applicants. "Studies show that over and over again, screening committees tend to replicate themselves." *SJECCD HR Director Pauline Clarke, SJMN 4/18/00*

Inclusion ("education" according to Carly Fiorina) imperative. "[T]he high-tech world needs to extend more opportunities to the Hispanic and African American workforce. *SJMN 5/11/00*

The key to increasing minority enrollment in higher education is affirmative development (improving minority achievement and attainment in elementary and secondary education) and affirmative outreach (getting qualified minorities to enroll, then providing the necessary financial, academic, and social support to ensure graduation). *Educational Testing Service VP for Public Leadership A. Carnevale*

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Yesterday's rhetoric is not enough. We must find new ways to provide more access to college, especially for minorities. In addition, we must place renewed focus on giving all students opportunities to learn the skills that they will need for success in the workplace, skills such as critical thinking, reading, writing, public speaking, and working as part of a diverse team.

Educational Testing Service VP for Public Leadership A. Carnevale

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TRENDS

San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 93 September 15, 2000

Partnership for Excellence

Trend or fad? Time will tell...

Sources: California Community Colleges Chancellor's Office http://www.cccco.edu/
American Association of Community Colleges http://www.aacc.nche.edu/

"The Partnership for Excellence is a mutual commitment by the State of California and the California Community Colleges system to significantly expand the contribution of the community colleges to the social and economic success of California. It is structured in phases, with substantial financial investment by the State in exchange for a credible commitment from the System to specific student and performance outcomes."

PFE DETAILS

The Partnership for Excellence (PFE) was signed into law August 21, 1998. It was established for the purpose of achieving annual performance goals and improving student learning and success.

As its responsibility within the PFE, the community college system has committed to achieve outcomes by 2005that reflect high-priority policy objectives of the State. The performance outcomes are derived from the mission of the California Community Colleges and are projected based on 1995 data.

Through the year 2000-2001, the State Chancellor will allocate the PFE appropriation to local districts on a per-FTES basis. Districts are expected to use the funds to invest in infrastructure and program enhancement.

PFE STATE-WIDE GOALS BY 2005

Goal 1 – Transfer
Increase the number of students who transfer from community colleges to baccalaureate institutionsfrom 69,574 to 92,500

Goal 2 – Degrees and Certificates
Increase the number of degrees and certifi- cates awarded from 80,799 to 110,500

Goal 3 – Successful Course Completion
Increase the overall rate of successful course completionsfrom 68.1% to 70.6%

Goal 4 – Workforce Development
Increase the number of:

1. Successfully completed apprenticeship courses from 16,810 to 22,785adv. voc. courses from 242,436 to 329,044intro. voc. courses from 684,385 to 927,887
2. California businesses benefiting from training throughcontract education from 1263 to 1700
3. Employees benefiting fromtraining through contract education from 73,801 to 99,600
4. Individuals receiving fee-based training from 140,505 to 189,700

Goal 5 – Basic Skills Improvement
Increase the number of students completing coursework at least one level above their prior basic skills enrollment from 108,566 to 150,754.

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San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 94 September 22, 2000

CALIFORNIA INCREASES EDUCATIONAL OPPORTUNITIES

SB1644--Landmark Legislation Revamps Cal Grant Program

SB1688--Merit Scholarship Program Rewards High Achievement

Sources:
California Postsecondary Education Commission
http://www.cpec.ca.gov/
San Jose Mercury News, 7-7-00
Becky Bartindale (excerpts)

Comment: "(These programs) will enable many students desirous of going on to college to realize their dreams. Students who do well in the classroom will have a future of choices that they may not have thought possible." Warren Fox, CPEC Executive Director

On September 11, 2000, Governor Gray Davis signed into law two bills that will provide financial rewards to new California high school graduates who have done well in high school and plan to attend a college or university in California.

Senate Bill 1644 creates an entitlement program guaranteeing a grant or scholarship award to future California high school graduates who demonstrate financial need and earn at least a C grade point average in their high school course work. Cal Grants, which do not have to be repaid, range from about $1500 to nearly $10,000 a year depending on the type of grant. They can be used by California residents at any of the state's public or private schools from community colleges to elite institutions like Stanford University.

Last year, when about 133,000 eligible students sought state-funded Cal Grants for the first time, three out of five were rejected when the money ran out. To be phased in over the next five years, the Cal Grants bill mandates grant awards to every eligible student, eliminating the current cap which limits funding to 25 percent of graduating high school seniors. No one knows how much this ambitious program will cost; some estimates predict a quadrupling of the current $480 million by the fourth year. It is also unclear at this time what the source of the funding will be.

Without grants, students "work more and they borrow more, both of which have an impact on their success in college." *(Dean of Enrollment Services at Santa Clara University Richard Toomey)* At the community college level, where many students have great financial need, the impact of the new law may be greatest. Among the bill's provisions is the creation of a special commission to get the word to community college students that more grants will be available. *(Bartindale)*

Senate Bill 1688, the Governor's merit scholarship program, provides financial awards of up to $5500 for college costs to those high school students who are the highest scorers on the State's standardized STAR examinations and on advanced placement exams in math and science. Governor Davis expects that these scholarships will give students an incentive to improve their performance. The program offers $1000 to 9th, 10th, and 11th grade students each year they score in the top 10 percent of their school or the top five percent statewide on the state's standardized test. It also awards a one-time $2500 add-on for students who perform at the top on certain science and math exams. Financial need is not a criterion.

Patrick Callan, president of the San Jose-based National Center for Public Policy and Higher Education, says that merit programs "put a lot of money behind kids who don't need it and already are doing well." He is concerned that "the explosion of college-age students in California in the next decade will bring forward the least affluent group of college students ever and they will need financial help." *(Bartindale)* The new Cal Grant law guarantees them that assistance.

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STRATEGIC PLANNING

TRENDS

San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 95 September 29, 2000

Source: American Association of Community Colleges Website

People are talking...

"Community colleges are the only job training program I have ever seen the federal government put its money into that works."
–Lauch Faircloth, U.S. Senator

BILL GATES

"America is leading the way in high technology and in the next seven years, it's estimated that 80 percent of new jobs in this country will be in high tech. Community colleges have an important role to play in making certain e have skilled workers ready to help businesses take advantage of all the opportunities in the Digital Age."

"Community colleges are America at its best."
Bill Clinton

I'll never stop pitching the edge a community college gave me."
–Nolan Ryan
Baseball Hall of Fame

Eileen Collins

"My parents told me, 'Eileen, we want you to go to college but we can't afford it,' so I chose a community college which had an outstanding math and science program."
NASA Space Shuttle Commander

"If there had been no Tyler Junior College, I am quite sure I would never have gone to college. –Sarah McClendon Washington Correspondent, Author, Lecturer

"Support your community colleges...the unsung, under-funded backbone of America's all-important life-long learning network."
Tom Peters
Management Guru, Author

"My tenure at CCB (Community College of Baltimore) was undoubtedly one of the most memorable times of my life. It was there that I began to stop dreaming about the goals I would achieve and instead set forth a plan to make them happen."
Kweisi Mfume
President NAACP

"The community college system is an absolutely imperative part of the fabric of education in this country. It's the thing that will help us be competitive leaders in the world, and corporations like mine have to retain a competitive leadership throughout the U.S., throughout the world." – Jim Adams, Texas Instruments

"Community college prepared me and gave me the confidence I needed...Community colleges are a great bridge, a bridge from high school to college, from welfare to work..."
Norman Rice
Former Seattle Mayor

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STRATEGIC PLANNING

TRENDS

San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 96 October 6, 2000

LEARNING-CENTERED COLLEGES

Evergreen Valley College ☙ **SJECCD** ☙ **San Jose City**

Source: Terry O'Banion, President Emeritus of the League for Innovation in the Community College, *Community College Journal Aug-Sept 2000*

In Terry O'Banion's 8-page article *An Inventory for Learning-Centered Colleges* in the Aug/Sept issue of Community College Journal, he identifies fourteen "guidelines colleges and universities can use to check their progress in becoming more learning-centered institutions." The full text can be accessed at http://www.aacc.nche.edu/books/journal/journalindex.htm

1. Revise Mission Statements *Has the mission statement been revised to include an emphasis on learning?*
2. Involve All Stakeholders *Have key leaders carefully considered their position on involving all stakeholders in planning and implementing more learning-center practices?*
3. Select Faculty and Staff *All new faculty, administrators, and support staff should be selected based on criteria reflecting the new emphasis on learning.*
4. Train Faculty and Staff *How do the training activities required for the Learning Revolution interface with existing staff development programs?*
5. Hold Conversations About Learning *There has been little discussion about deeper and more powerful learning, learning for recall, learning for understanding, and learning for appreciation. Are there individuals and groups in the institution sufficiently knowledgeable about learning who can lead these conversations?*
6. Identify and Agree on Learning Outcomes *The Community College of Denver has identified and agreed upon exit competencies for every program it offers, making it possible for students and faculty to work together toward these learning outcomes. Is there a plan to engage every faculty member, every program, and every department in identifying and agreeing on learning outcomes?*
7. Assess and Document Learning Outcomes *Is there a plan for assessing and documenting the achievement of the outcomes? Have faculty been encouraged to develop creative approaches for measuring leaning outcomes that are not easily measured by traditional tests? Is the college experimenting with documenting student learning in ways other than grades and credit?*
8. Redefine Faculty and Staff Roles *"The learning college defines the roles of learning facilitators by the needs of the learners." Have leaders reviewed the emerging literature on learning and determined the kinds of faculty and staff roles needed to make the institution more learning centered?*
9. Provide More Options *The goal for learning-centered colleges is to increase the options in terms of delivery for every course offered. Has the college made an inventory of the variety of instructional approaches currently in use by its faculty?*
10. Create Opportunities for Collaboration *To what extent has the institution experimented with collaborative learning experiences for students such as learning communities and project-based education?*
11. Orient Students to New Options and Responsibilities *Orientation will take longer in learning-centered colleges as students will need help in learning to take responsibility for their own education and in learning to navigate the great variety of options available to them.*
12. Apply Information Technology *Does the technology plan include specific reference to how technology will be used to increase and expand learning for students?*

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13. Reallocate Resources *The learning revolution calls for over-hauling the conceptual, procedural, curricular, and other traditional architecture of post-secondary education. Over-hauling means making substantive changes in existing programs and practices and in the way existing personnel are used.*

14. Create a Climate for Learning *To create an institutional culture that supports learning as a major value and priority, leadership (a key individual or small group of key individuals) must be visible, committed, experienced, and knowledgeable.*

STRATEGIC PLANNING
TRENDS

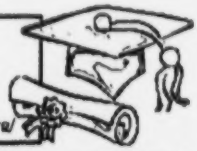
San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 97 October 20, 2000

THE SCHOLARSHIP OF TEACHING

The Carnegie Foundation for the Advancement of Teaching Creates Opportunities to Study Teaching and Learning



SOURCES

1. Bartindale, "Professors Rethink Traditional Teaching" *San Jose Mercury News*, September 18, 2000, page 1
2. Cambridge, "The Scholarship of Teaching and Learning: Q & A from the Field" *AAHE Bulletin* Dec. 1999 full text @ http://www.aahe.org/Bulletin/dec99f2.htm
3. Hutchings & Shulman, "The Scholarship of Teaching" *Change*, Sept/Oct 1999 4. http://www.carnegiefoundation.org/

"The mission of the Carnegie Foundation is to address the hardest problems faced in teaching in public schools, colleges and universities -- that is, how to succeed in the classroom, how best to achieve lasting student learning and how to assess the impact of teaching on students." http://www.teachingcenter.org/foundation.html

The Carnegie Foundation for the Advancement of Teaching in Menlo Park, California—through the Pew National Fellowship Program--awards $6000 fellowships to teachers to research their teaching practices. In the wake of an emerging national movement to emphasize deep, long lasting understanding over rote learning, professors are using the classroom to explore a variety of teaching/learning issues. Sample research questions: How do digital technology and other new media influence student learning? How can "moments of difficulty" be seen as opportunities for student learning? How effective is this new model for teaching accounting? Growing interest in the "scholarship of teaching and learning" is evidenced across the country by newly developed centers to support teaching. Local campuses with Teaching/Learning Centers include San Francisco State, San Jose State, and our own San Jose/Evergreen Community College District. Eighteen California institutions, including SJECCD, are among nearly 200 nationwide that have joined the Carnegie campus-based program, which is run in conjunction with the American Association for Higher Education.

What is the Scholarship of Teaching?

There is no single answer to this question. Campus conversations produce relevant local meanings for "the scholarship of teaching" in the context of individual campuses. Variable factors influencing the definition include the type of institution, the characteristics of the student body, current pedagogical practices, reward structures, and the availability of faculty development.

The scholarship of teaching is generally thought to encompass, at minimum, the following elements:

✓ Faculty members who utilize student feedback and classroom assessment techniques in the systematic investigation of student learning ✓ The exploration of the challenges involved in fostering student learning ✓ The examination of teaching and learning issues as they relate to three goals: (1) fostering long-lasting learning (2) advancing the practice and profession of teaching (3) bringing more scholarly recognition to the field of teaching ✓ Peer collaboration and review ✓ Openness to public critique and evaluation ✓ Sharing findings with colleagues

Local Carnegie Fellowship Recipients

UC Santa Cruz--Bruce Cooperstein. Research on new ways to engage students in math.
CSU Monterey Bay--Gerald Shenk and David Takacs. Field-testing a new approach for teaching ethical values and citizenship.
Foothill College--Elizabeth Barkley. "(Barkley) tackled the overhaul of a general education music course that was on the brink of cancellation. Once focused on classical music, it is now multicultural, and students can choose from a menu of activities to meet the requirements. They can take the class in the traditional way on the campus, totally online, or somewhere in between. From just 45 students four years ago, the course now attracts more than 750 students a year." (*SJMN*)

Examples of other projects can be viewed at http://www.carnegiefoundation.org/CASTL/highered/scholarlist.htm SJECCD instructors who would like to apply to become a Carnegie Scholar should contact Arleene Miranda or Marcia Corcoran at the SJECCD Teaching and Learning Center (X6750 or X6419) for a complete application brochure. Deadline: November 1, 2000.

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STRATEGIC PLANNING

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San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 98 November 3, 2000

Housing Prices are $ky-High.

College Leaders are Seeking Solutions

Source: The News, Summer 2000 by Ray Giles, Community College League of California
http://www.ccleague.org/

California community college leaders are voicing fears that housing costs could impact the quality of teaching and learning in some districts. ◇A Mission College instructor and division chair who earns $67,000 a year doesn't qualify to buy a home in the city of Santa Clara where he works. The $296,000 four-bedroom home he occupies in Tracy would cost between $750,000 and $1 million in Santa Clara. ◇A West Valley Community College counselor who also lives in Tracy endures a two-and-a-half hour round trip commute between home and work. The median price for a Saratoga home over the past two years: $850,000. ◇Diversity efforts are being affected as hiring pools become less ethnically diverse, and fewer new and inexperienced teachers apply for positions. ◇In Silicon Valley, community college faculty candidates are being lost to community colleges in the Central Valley because of housing costs and to local private industry because salaries in the high tech industries are escalating. ◇*If even administrators and faculty are finding the housing crisis challenging, where does that leave classified staff—and the students?*

Current average home prices

United States	$133,300	Orange County	$304,400
California high desert region	$ 81,300	Santa Barbara	$313,000
California Central Valley	$129,000	Monterey	$408,000
Los Angeles	$202,350	San Francisco	$446,900
San Diego	$257,000	Santa Clara County	$539,900

Solutions, Anyone?

Intel Corp has established a $125 million fund to provide mortgage assistance for eligible teachers in the Santa Clara Unified School District. The district will pay $500 a month toward a mortgage payment for up to five years. At the end of five years or when the teacher leaves the district, whichever comes sooner, the homeowner repays the district, which also shares in any appreciation for (or depreciation of) the value of the home.

Santa Barbara Community College is exploring a joint project to develop affordable housing for employees. The college belongs to the Coastal Housing Partnership, a consortium of private and public employers working to assist employees in becoming homeowners in the local community. They offer financial assistance with down payments, mortgages, and closing costs.

President Jim Middleton (College of Marin) has proposed that affordable housing be built at the 333-acre Indian Valley Campus. He'd like to see condominiums that offer five-year leases to new faculty.

Chancellor Joe Johnson (San Mateo CCD) wants to increase salaries by doing away with the first three steps on the faculty salary scale. "We have high school districts in our area that pay more than we do."

President Kirk Avery (Monterey Peninsula College) says his foundation wants to get involved in helping solve the problem. One idea being discussed is providing housing subsidies for staff.

Chancellor Linda Salter (West Valley-Mission CCD) thinks the housing crisis may very well reach a point that districts will need to partner with local agencies to provide affordable housing for faculty or seek a state-sponsored adjustment on the salary scale for employees living in high-cost districts.

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TRENDS

San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 99 **December 1, 2000**

California Community Colleges

"We are united in our commitment to..."

Excerpted from: **The State of the California Community Colleges, Fall Leadership Conference, September 28, 2000**
State Chancellor Thomas J Nussbaum

Chancellor Nussbaum says to all CCC administrators, board members, classified employees, and faculty members:
"...I believe we are ready to take unity of action to a new level--to recognize and act upon the fact that we share a number fundamental values that can guide our collective actions during the coming year. Doing so will define and strengthen our commitment to one another, enabling us to become even stronger allies in a common cause. More important, our concerted action will be a powerful force to improve the quality of community college education. This is the greatest service we could ever provide our students, our communities, and the State."
The full text of this address can be found at http://www.cccco.edu/cccco/co/Speeches/sos9-2000.htm

NINE FUNDAMENTAL VALUES THAT UNITE US

- **OPEN ACCESS**
  Every student who has the capacity and motivation to benefit from our programs will have access to our colleges.

- **STUDENT SUCCESS**
  Our students will succeed in their educational endeavors, and race, ethnic background, gender or disability status will no longer visit disproportionate results.

- **ADEQUATE FUNDING FOR OUR COLLEGES**
  At minimum, by 2005, our funding per student should be within $1,500 of the community college national average in funding per full-time student.

- **REBUILDING AND STRENGTHENING THE QUALITY AND DIVERSITY OF OUR HUMAN RESOURCES**
  We share the commitment to faculty and staff diversity, the commitment to address full-time and part-time faculty issues, the commitment to improve compensation, the commitment to meet the massive hiring needs of the decade, and the commitment to secure funding for staff and leadership development.

- **TRANSFER**
  We will improve the flow of our students to the four-year colleges and universities.

- **WORKFORCE PREPARATION AND ECONOMIC DEVELOPMENT**
  We will strengthen the role community colleges play in workforce preparation and economic development.

- **TECHNOLOGY**
  We will infuse technology into our colleges.

- **TELLING OUR STORY BETTER**
  We will establish a system-wide public awareness and marketing campaign for the community colleges.

- **PLANNING FOR THE LONGER TERM FUTURE OF THE COMMUNITY COLLEGES**
  We will rewrite or revise the New Basic Agenda, and participate in the Legislature's review of public education.

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STRATEGIC PLANNING

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San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 100 December 15, 2000

2001: Community Colleges Celebrate 100-Year Anniversary

Source: American Association of Community Colleges
Excepted from The Community College Story: A Tale of American Innovation by George B. Vaughan (AACC)

1901
Joliet Junior College is the oldest public junior college in the nation, founded in 1901 under the influence of William Rainey Harper, president of the University of Chicago.

1920-1921
Meetings held in St. Louis and Chicago resulted in the founding of the American Association of Junior Colleges, currently the American Association of Community Colleges.

2.2 million veterans attended college under the GI Bill...

1944
The GI Bill was a milestone in the federal funding for education of individuals and did much to break down the economic and social barriers to allow millions of Americans to attend college.

...including over 60,000 women and about 70,000 African Americans.

1947
Publication of *Higher Education for American Democracy* by the President's Commission on Higher Education (The Truman Commission Report). Called for the establishment of a network of public community colleges which would charge little or no tuition, serve as cultural centers, be comprehensive in their program offerings with emphasis on civic responsibilities, and would serve the area in which they were located. The commission popularized the phrase "community college," causing hundreds of existing and new public two-year colleges to include "community" in their names.

1960
The Kellogg Foundation established university centers for training two-year college leaders. Hundreds of future deans and presidents were graduates of the Kellogg Junior College Leadership Programs.

1965-1992
The Higher Education Act of 1965 and the 1972-1992 amendments to the Act made it possible for practically every American to attend college. The federal Pell Grant program was instituted.

1988 The Commission on the Future of Community Colleges issued a report titled *Building Communities: A Vision for a New Century* which defines "community" not only as a region to be served but as a climate to be created.

1991 David Pierce became the first president of the American Association of Community and Junior Colleges who graduated from a public community college. The organization dropped the word "Junior" from its name the following year.

SJCC was founded in 1921. **2001** **EVC was founded in 1975.**

Centennial. Happy Birthday to U.S. Community Colleges!

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